COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7300—Ethics, Standards, and the Practice of Psychology
COURSE CREDIT: 4 Semester Hours (Course # 12913)
TERM/YEAR: Fall 2017
COURSE LOCATION: 112 Education Building
DAY/TIME: Mondays 5:00-8:20
INSTRUCTOR: Dr. C. Somers
OFFICE: 345 College of Education; (313) 577-1670; c.somers@wayne.edu

(Department secretary, Sheri Martini, can be reached at sheri.martini@wayne.edu or 577-1614)
OFFICE HOURS: Mondays 1:30-4:30 & Wednesdays 10:00-12:00; by appointment is best

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to provide an orientation to the history and current practice of school psychology in educational and various clinical settings. The practice of professional psychology in therapeutic settings is also covered. The ethical and legal standards for the field are emphasized. Also covered are trends for the future, influences on the role of the school psychologist, and contexts of employment, including dynamics of school systems and other settings and the diverse groups of children, adolescents, and adults with whom school psychologists interact. Students will learn about the professional organizations that represent psychologists, practicum and internship placements and procedures, and certification and licensing laws and procedures. This course has many components to its learning objectives, and thus, you must learn to be organized and efficient. It is critical that students develop a method of keeping close track of the schedule, including assignments and due dates.

REQUIRED MATERIALS

Texts


Weblinks

Child and Adult Protection; Custody/Friend of the Court

1) Michigan Child Protection Laws

2) Mandated Reporting Handbook

3) Adult Protective Services
4) Friend of the Court
http://www.legislature.mi.gov/documents/Publications/FriendofCourt.pdf

Common Core State Standards (CCSS)
1) http://www.mlive.com/education/index.ssf/2013/06/what_is_common_core_a_look_at.html
2) http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html
3) http://www.corestandards.org/ELA-Literacy/
4) http://www.corestandards.org/Math/

Every Student Succeeds Act (ESSA)
1) https://www.ed.gov/esea
2) http://www.michigan.gov/mde/0,4615,7-140-37818_76731---,00.html

Intervention Central website. www.interventioncentral.org

Michigan Department of Education (MDE) Procedural Safeguards

Michigan Administrative Rules for psychology/school psychology licensure and certification
1) Administrative Rules for Psychologists – Licensing and Regulatory Affairs (LARA)/Michigan Board of Psychology:
2) Administrative Rules for School Psychologists – Michigan Department of Education:
   http://w3.lara.state.mi.us/orr/Files/AdminCode/573_10545_AdminCode.pdf

Michigan Administrative Rules for Special Education (MARSE)

Response to Intervention (RTI) and SLD Identification
1) MASP position statement on RTI and SLD identification
   http://maspweb.com/Position-Statements
2) Oakland Schools SLD guidance documents
   http://www.oakland.k12.mi.us/Departments/SpecialEducation/DistrictSupport/SpecificL earningDisability/tabid/3225/Default.aspx (click on icons at bottom left), and
3) Wayne RESA SLD guidance documents
   http://www.resa.net/specialeducation/rti/ and
   http://www.resa.net/specialeducation/spedcompliance/learningdisabilities/

Additional resources utilized for this course:


*(available through NASP or there is a copy available for students to read in the Educational Psychology Assessment Center library)—this is an excellent resource.
ASSESSMENT OF STUDENT PERFORMANCE

This course has 600 points tied to it, earned in the following ways. Each is described in detail next.

<table>
<thead>
<tr>
<th>Examination Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>400</td>
</tr>
<tr>
<td>Pre-practicum assignments</td>
<td>200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600</td>
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</tbody>
</table>

EXAMINATIONS

Multiple forms of assessment will be used, and examinations are one method of assessing student knowledge acquisition. Two examinations will be administered, each covering approximately half of the course material, one at mid-term and one at the end of the term. These will primarily be in short essay format, with restricted response length, though the exams are long in total. Ethics questions will be primarily be in multiple choice and short essay format. Each exam is worth 200 points (400 points total).

PRACTICE EXPERIENCES

Pre-practicum placements in schools and related assignments will also be used to assess student learning (200 points total). All students must obtain four school-based experiences, which each has an accompanying written project. Students are placed by the program in pairs in Detroit Public Schools to conduct these experiences. Some experiences must be done in DPS, while others can be done there or in a public school outside of DPS but not in private schools or charter schools. The specific requirement is indicated by each assignment below. The written project portions are generally written as joint documents between practicum partners, as applicable, though it is expected and required that partners contribute equally.

--See Blackboard for specific response sheets that you must use to report on your experiences during these assignments. It is preferred if your responses are bullet-pointed/short answers. You will also be pasting responses into a class-wide google doc to facilitate class discussion.
--You must complete all experiences in order to receive a grade on any of them.
--All write ups must be done with no real student names used. You have the responsibility to maintain confidentiality with respect to specific children, teachers, families, etc., that you have worked with and/or otherwise observed.
--Professional clothing and behavior is expected at all times when in schools.

The four sets of experiences and their accompanying projects are described next:

1) General Education Classroom and LD Resource Room Volunteering (worth 75 points total). This project must be done in DPS unless that are specific circumstances warranting an alteration, in which case my advanced approval is required. Each student is required to spend at least three full days in one general education classroom and three full days in an LD resource room (not a push-in resource situation, as described in detail in class, and not an ASD or EI or cross-categorical room). Find a classroom that will let you help the students in some academic or developmental way, and that will let you work directly with the students. Tell teachers that you are looking to help them (the teachers) for three days and stay in the same classroom all
three days. You should follow the students wherever they go each day so that you can work with and observe them in all settings and help work with them directly (e.g., lunch, gym, art, etc.).

For each of the two settings, a summary of what you observed is required, using the response sheet posted on Blackboard. Write a joint paper with your practicum partner. As indicated in the list of questions, make observation of not only the children’s behaviors, learning patterns, and routines, but the classroom physical environment, social climate, and the teachers’ methods of instruction, behavior management, relations with students, schedules, what they juggle, etc. Do this for each setting, and the compare and contrast them. Finally, at the end of your joint paper, you should include a separate section in the same document where each practicum partner comments on his/her independent perceptions of working with the children directly—what did you do with them and what is your reaction? These are due as soon as finished, but no later than the date indicated on the class schedule. It is worth 75 points total—25 points for general education, 25 points for LD, and 25 points for your compare and contrast analysis and personal reaction.

2) School Meetings Observations (worth 75 points total). This project must be done in DPS, unless there are unique circumstances in your specific school preventing it, in which case we would negotiate alternative arrangements on a case by case basis. Each student is required to attend at least one of each of the following four common school meetings, though the more meetings that you can attend, the more exposure to how various meetings are and/or can be conducted, the more well prepared you are for practicum in January of year 2:

   a) an “assistance team”/”problem solving team” meeting (may be labeled many different things, but is called Resource Coordination Team/RCT in DPS),
   b) a REED (Review of Existing Evaluation Data) meeting,
   c) a MET (Multidisciplinary Evaluation Team) meeting, and
   d) an IEPC/T (Individual Education Program Committee/Team) meeting.

These are due as a set of four papers on the date indicated on the class schedule, using the response sheets on Blackboard. Write this jointly with your practicum partner. Please note that no audio recording is permitted. Be respectful of what your host school psychologist and other team members consider appropriate with note-taking, asking questions, etc. As those parameters before the meetings begin, but in any case, make note of questions to ask your school psychologist after the meeting and learn as much as you can about the process for each type of meeting. The more you ask now the better you will be positioned when you enter practicum in January of year 2.

3) School Curriculum and Instruction Analysis (worth 25 points total). Each student is required to analyze the reading and math instruction used in one elementary school—either within or outside of DPS. What do they use to teach the reading/language arts and math curricula in each of three contexts: a) in general education (Tier I/core), b) with children who are struggling/at-risk but in general education (Tier II), and c) with children who are certified as learning disabled in math or reading/language arts (special education/Tier III)? What does the phrase “scope and sequence” refer to? How does the school match its chosen instructional programs to the curricula standards that are dictated by the Michigan Department of Education (formerly GLCEs=Grade Level Content Expectations, pronounced “Glicks”, now CCSS --Common Core
A primary goal of this practicum experience is to examine the academic goals and instructional practices/programs that the school uses to achieve the benchmarks set via the curricular standards. Using the response sheet on Blackboard, write this as a joint paper with your practicum partner. You will also be pasting your responses into a class-wide google doc, which will be used to facilitate an informal discussion of our results in class as indicated on the Tentative Class Schedule below.

4) School Systems Analysis (worth 25 points total). This project is designed to expose you to how school systems are structured and operate, and includes a focus on the purpose of education in general. This project can be done in DPS or any other public school district (not private or charter schools). You and your practicum partner together must interview at least one general education teacher and one administrator using a list of semi-structured questions found at the end of this syllabus. Both of you must ask an equal number of questions and participate to the same degree. Do not let one person dominate. Then use the response sheet on Blackboard to document what you learned. You will also be pasting your responses into a class-wide google doc, which will be used to facilitate an informal discussion of our results in class as indicated on the Tentative Class Schedule below.

PROFESSIONAL BEHAVIOR

Consistent with NASP’s goals, and as outlined in the SCP program’s portfolio requirements document, you are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these in this course, as well as throughout the program by department faculty. Because these skills (listed below) are critical to the development of successful psychology practitioners, problems in these areas will require intervention by the department faculty as a whole.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

ATTENDANCE AND PARTICIPATION

The class meetings will be both lecture-based and interactive. Attendance at each class meeting, in-depth knowledge of assigned readings, and participation in class discussions are expected. Consistent with this expectation, students are required to come to class with a list of questions from and/or comments about the readings that they would like to clarify and/or discuss further. We will be discussing all readings each week and it will be apparent if students are not doing the readings and this will be addressed directly. Each student should have something to contribute to every class discussion. If you have typically been apprehensive to participate in past learning environments, this is an intimate setting in which to surpass those tendencies and prepare yourself for a profession that requires well-developed verbal communication abilities. The Professional Behaviors listed above will be factored into each student’s assessment by faculty when portfolios are reviewed at the end of this semester.
FINAL GRADES

Your final grade will be calculated out of the possible 600 points. The following graduate level grading scale will be applied based on the total number of points accumulated by the semester end:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% +</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>Fail</td>
<td>69% -</td>
</tr>
</tbody>
</table>

**NOTE:** All assignments must be completed in order for a grade to be earned for the course. No assignments can be skipped.

ACADEMIC DISHONESTY

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation, and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.
REFERENCING

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. See additional handout on how to create references using APA style as well as the APA style publication manual.

WRITING SKILLS

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must **withdraw** from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details:  [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php)

**ATTENTION STUDENTS WITH DISABILITIES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**RELIGIOUS OBSERVANCE POLICY**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
# TENTATIVE CLASS SCHEDULE
## EDP 7300—Dr. Somers—Fall 2017

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 11</td>
<td>Introduction to program and course</td>
<td>Syllabus, Program Handbook</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Intro to &amp; history of school psychology; Training &amp; credentialing issues; Contexts of employment; Michigan administrative rules</td>
<td>Merrell chs. 1, 2, 4, 5; Michigan Administrative Rules for psychology/school psychology</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>APA ethics and law (History; Preamble; General Principles; Ethical decision-making)</td>
<td>Fisher Intro &amp; chs. 1-3</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>APA ethics and law (Resolving ethical issues; Competence; Human Relations, Privacy &amp; Confidentiality)</td>
<td>Fisher chs. 4-7</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>APA ethics and law (Advertising &amp; Public Statements; Record Keeping and Fees; Education &amp; Training; Research &amp; Publication)</td>
<td>Fisher chs. 8-11</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>APA ethics and law (Assessment; Therapy; Child protection, adult protection, custody)</td>
<td>Fisher chs. 12-13; Child and Adult Protection and Custody/Friend of the Court weblinks</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>APA ethics and law, cont. NASP ethics code</td>
<td>Catch up/continuation Merrell Appendix B</td>
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<tr>
<td>Oct. 30</td>
<td><strong>EXAMINATION #1—in class</strong></td>
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<tr>
<td>Nov. 6</td>
<td>Education/Special Education Law (American Legal System, Legal Research, History of Law/Disabilities, IDEA 1975)</td>
<td>Yell, ch. 1-4</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Education/Special Education Law, cont. (Section 504/Rehab Act of 1973; Cultural and linguistic diversity)</td>
<td>Yell, ch. 5-6; Merrell ch. 3</td>
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<tr>
<td>Nov. 20</td>
<td>Education/Special Education Law, cont. (ADA 1990, ESEA 1965; Data-driven problem solving)</td>
<td>Yell, ch. 7-8; Merrell ch. 7; ESSA</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Education/Special Education Law, cont. (Identification/Assessment/Evaluation, IEP, LRE; Michigan rules)</td>
<td>Yell, ch. 9-11; Merrell ch. 8; MARSE weblink; RTI weblinks</td>
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<tr>
<td>Dec. 4</td>
<td>Education/Special Education Law, cont. (Procedural Safeguards, Discipline, RTI, Records, etc.)</td>
<td>Yell, ch. 12-14; Merrell ch. 6 MDE Procedural Safeguards weblink; RTI weblinks (cont.)</td>
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<tr>
<td><strong>Friday, Dec. 8, 11:59 p.m.</strong></td>
<td><strong>SCHOOL CURRICULUM &amp; INSTRUCTION ANALYSIS AND SCHOOL SYSTEMS ANALYSIS ASSIGNMENTS DUE—POST IN GOOGLE DOCS</strong></td>
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<tr>
<td>Dec. 11</td>
<td>Academic Intervention and Systems Change <strong>EXAMINATION #2 (take home) distributed after class—due Thursday Dec. 14 by 11:59 pm</strong></td>
<td>Merrell ch. 9,10,11, 12 Intervention Central website</td>
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<tr>
<td>Dec. 18</td>
<td>Final practicum case processing meeting in class <strong>CLASSROOM VOLUNTEERING AND SCHOOL MEETINGS OBSERVATIONS ASSIGNMENTS DUE</strong></td>
<td>Merrell ch. 13</td>
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</table>
You and your partner need to interview a general education teacher and an administrator separately about each of the 7 topics listed below. A summary of your findings on each topic is due by the date specified in the syllabus. In class that night, we will discuss our findings, and each team will be randomly assigned to speak briefly on one of the topics. This assignment can be done in any regular public school district (not private or charter).

1. **Curriculum**

With the curriculum as the CCSS, how does the school provide “instruction” to meet those curricular standards? How do instructional programming options vary? How often do they change instructional programs? Who decides? How costly is it? What are the factors that they must consider when changing instructional programs? Does it vary for elementary versus middle school/junior high versus high school? How? How do they assure that teachers are well trained to deliver the instructional program? How do they determine if each teacher is implementing instruction well enough?

2. **Classroom Assessment and Grading**

How do schools assess student performance in the classroom? How do schools evaluate both the quality and effectiveness of instruction other than how students are performing on tests? Do they weigh various factors (homework, tests, improvement, teacher assessments, etc.)? Define summative versus formative assessment for them and ask how they do each type. How are classroom level data collected (and what is collected) and used?

3. **Instructional Variation**

How do schools deal with high and low-skilled students (not including special education)? What strategies are commonly used? What is “differentiated instruction” and how and how much is it used? How do schools accommodate students with mild difficulties? When is grade retention used? What methods do teachers use to increase classroom motivation and student engagement during classroom instruction?

4. **Discipline**

How do teachers and administrators handle discipline? How does it vary by types of behaviors? What is used in the classroom? What is used outside of the classroom (e.g., by administrators)? For a child in special education, how do they decide if a behavior was a manifestation of a disability? What pressures do administrators face with discipline? And what about truancy—when do they intervene, how do they handle it, what are the processes and outcomes?

5. **School-wide Achievement Testing**

What are district achievement tests? What does their district use? How did they choose it? How do they compare w/state, classroom, and individual achievement tests in terms of what information they give that is different? What do they do with the info/scores? Also, what
universal screening is being used at each grade level? And are they using Curriculum-Based Measures (e.g., DIBELS, AIMSweb) or other types of screening tools? Describe what is being used. How are data collected and how are they used?

6. **Barriers to Effective Education**

What do teachers and administrators perceive to be the greatest barriers to reaching/teaching difficult children? Are these things controllable or not? Are there some barriers that cannot be avoided? How might teachers and administrators be able to work around these perceived barriers?

7. **Approaches to Intervention**

What are some of the most frequent reasons for special education or behavioral referral of a student in their school? What is the role of problem solving team interventions (child study teams/teacher assistance teams/student success teams/etc.—what does their school call it?)? What processes do schools use to provide interventions before special education? Think about these questions for both academic and behavioral concerns.

Everybody: Think about how the curriculum and the school setting in general are set up to deal with these situations. What is the purpose of school? Be prepared to discuss the various disabling conditions that students bring to school and how to address them within the instructional process.

*Note. We need to become very familiar with curriculum and instructional practice if we are to be fully effective school psychologists.*
General Instructions:

For each of the following four response sheets, simply insert your answers/responses after each prompt or question, following the suggested response structure as closely as possible. See full instructions and rationale in syllabus.
RESPONSE SHEET
General Education Classroom and LD Resource Room Volunteering

See syllabus for full instructions and rationale.

General Education Classroom
--What school, teacher name and contact info (email or phone), and dates and times of attendance?
--Describe basic information about the students: ages, sex/genders, grade, any special ed kids in class, etc. (no names)
--What was the set up of the classroom and did you observe any impact of that physical environment on the learning process?
--What classroom routines (or lack of) did you observe? How do the kids spend their day?
--How was teaching accomplished? Describe the methods of instruction and the materials used (generally).
--Describe how the teacher managed to organize, juggle schedules, etc. How did the teacher make it work?
--What were the children’s behaviors like? How was the student-teacher interaction? What method(s) did the teacher use for behavior management?
--What was the social climate like among peers?
--When you worked with the children directly, what did you do with them exactly? Also, reflect on that work with them—what did you think about it?

LD Resource Room
--What school, teacher name and contact info (email or phone), and dates and times of attendance?
--Describe basic information about the students: ages, sex/genders, grade, disabilities, etc. (no names)
--What was the set of the classroom and did you observe any impact of that physical environment on the learning process?
--What classroom routines (or lack of) did you observe?
--How was teaching accomplished? Describe the methods of instruction and the materials used (generally).
--Describe how the teacher managed to organize, juggle schedules, etc. What does it “look” like in terms of students coming and going? How is service delivery organized? How did the teacher make it work?
--What were the children’s behaviors like? How was the student-teacher interaction? What method(s) did the teacher use for behavior management?
--What was the social climate like among peers?
--When you worked with the children directly, what did you do with them exactly? Also, reflect on that work with them—what did you think about it?

Compare and Contrast
--How are the two settings similar and different?

Pre-practicum Student #1
--What are your personal reactions to working with children in these classrooms?

Pre-practicum Student #2
--What are your personal reactions to working with children in these classrooms?
RESPONSE SHEET
School Meetings Observations

See full instructions and rationale in syllabus.

Assistance Team Meeting (e.g., “RCT” in DPS)
Who was present? Who primarily lead the meeting? Who also participated verbally and in what ways? What was the purpose of the meeting?
How many students were on the agenda?
Who initiated each of them being brought up to the team?
What were the presenting problems (briefly)?
What actions were taken? (e.g., did they send people out for data collection? Brainstorm functions of the behavior? Brainstorm interventions? Create intervention plans? Make plans to implement plans?)
Who was delegated as responsible for each action?
What plans were made for follow up? Were additional meetings scheduled?
How long did the meeting last?
Miscellaneous observations/thoughts?

REED (Review of Existing Evaluation Data) Meeting
What is the purpose of this meeting? Who was present? Who primarily lead the meeting? Who also participated verbally and in what ways?
Give a brief student background. Why are they pursuing a special education evaluation? What were the presenting problems? Is it an initial special education evaluation or a re-evaluation of an existing special education student?
What interventions have been tried with the child up until now (provide some detail on what, by whom, how often, etc.)? What data was collected to determine whether or not those interventions were effective or not?
What did the team determine needs to be done for this special education evaluation?
How long did the meeting last?
Miscellaneous observations/thoughts?

Multidisciplinary Evaluation Team (MET) meeting
Who was present? Who primarily lead the meeting? Who also participated verbally and in what ways?
Give brief student background.
What certifications did they rule in and out? Based on what evidence did they or did they not certify the student in special education?
How long did the meeting last?
Miscellaneous observations/thoughts?

Individualized Education Program (IEP) meeting
Who was present? Who primarily lead the meeting? Who participated verbally and how?
Give brief student background. What was the certification area?
What services were assigned? For example, how much resource room direct instruction and in what areas? How much LRC? What supplementary aids and services? What accommodations for classroom, testing, etc.?
How long did the meeting last? Miscellaneous observations/thoughts?
RESPONSE SHEET
School Curriculum & Instruction Analysis

See full instructions and rationale in syllabus.

General Questions
1) What are Common Core State Standards (CCSS)? (formerly GLCEs -- Grade Level Content Expectations, pronounced “Glicks”)?

2) Who wrote/published.requires them? Where can you find them? To what ages/grade levels do they apply?

3) To what does the phrase “scope and sequence” refer?

Tier I--General Education

1) At this level (gen ed), what instructional programs or approaches does your school use to teach
   a) reading/language arts?
   b) math?

2) How exactly does the teacher/school match its chosen instructional programs at this level to the curricula outlined by MDE (CCSS)?

Tier II--Children who are struggling/at-risk but in general education

1) At this level (gen ed), what instructional programs or approaches does your school use to teach
   a) reading/language arts?
   b) math?

2) How exactly does the teacher/school match its chosen instructional programs at this level to the curricula outlined by MDE (CCSS)?

Tier III—Children who are in certified in special education for LD in math or reading

1) At this level (gen ed), what instructional programs or approaches does your school use to teach
   a) reading/language arts?
   b) math?

2) How exactly does the teacher/school match its chosen instructional programs at this level to the curricula outlined by MDE (CCSS)?
RESPONSE SHEET
School Systems Analysis

See syllabus for full instructions and rationale.

For each of the seven questions outlined in the instructions, write one very succinct paragraph or list of bullet points summarizing a) what you were told, and b) what it means to you in terms of application to your future work. Be sure to integrate and create a tight summary…. I do not want you to give a verbatim report of everything said. This is an integrated summary and not a transcription of two interviews. Compare and contrast the two conversations and provide your reactions.

1. Curriculum
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

2. Classroom Assessment and Grading
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

3. Instructional Variation
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

4. Discipline
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

5. School-wide Achievement Testing
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

6. Barriers to Effective Education
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

7. Approaches to Intervention
   a) Integrate and summarize what you learned.
   b) Share any reactions to any or all parts of what you learned.

Final questions:
   a) Are there any overall differences between the teacher and administrator responses? Compare and contrast.
   b) What are your overall reactions to what you learned?